



Read To Achieve Grant Program

Pursuant to Senate Bill 07-192

(22-7-901 through 22-7-909 C.R.S.)

Report to the Governor and the Education Committees
of the Senate and the House of Representatives

November 1, 2011



Colorado Department of Education
Teaching and Learning Unit
Office of Academic and Instructional Support
201 East Colfax Avenue
Denver, Colorado 80203-1799
<http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>

COLORADO STATE BOARD OF EDUCATION

Bob Schaffer, Chairman.....	Fort Collins
Fourth Congressional District	
Marcia Neal, Vice Chairman	Grand Junction
Third Congressional District	
Elaine Gantz Berman	Denver
First Congressional District	
Jane Goff.....	Arvada
Seventh Congressional District	
Paul Lundeen	Colorado Springs
Fifth Congressional District	
Debora Scheffel	Grand Junction
Sixth Congressional District	
Angelika Schroeder.....	Boulder
Second Congressional District	

Robert Hammond: Commissioner of Education
Diana Sirko, Ph.D.: Deputy Commissioner
Keith Owens, Ph.D.: Associate Commissioner

CDE Read To Achieve Grant Team Members
Melissa Colsman: Executive Director, Teaching and Learning Unit
Dian Prestwich: Senior Consultant, Read To Achieve

Colorado Department of Education

Organizational Commitment

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements:

- A) High standards for what students must know and be able to do
- B) Tough assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children
- C) Rigorous accountability measures that tie the accreditation of school districts to high student achievement

The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to employment in or provision of any of CDE's programs, benefits, or activities.

The following persons have been designated to handle inquiries regarding this policy:

Patrick Chapman
Colorado Department of Education
1560 Broadway, Suite 1450
Denver, CO 80202
Phone: 303-866-6780
E-mail: chapman_p@cde.state.co.us

Wendi Kispert
Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
Phone: 303-866-6815
E-mail: Kispert_w@cde.state.co.us

Colorado State Board of Education 2011



Bob Schaffer (R)

Chairman
4th Congressional
District,
Fort Collins



Marcia Neal (R)

Vice Chairman
3rd Congressional
District,
Grand Junction



**Elaine Gantz
Berman (D)**

1st Congressional
District,
Denver



Jane Goff (D)

7th Congressional
District,
Arvada



**Angelika
Schroeder (D)**

2nd Congressional
District,
Boulder



**Paul Lundeen
(R)**

5th Congressional
District,
Colorado Springs



**Debora Scheffel
(R)**

6th Congressional
District,
Parker



**Robert
Hammond**

**Commissioner of
Education**
Secretary of the State
Board of Education

TABLE OF CONTENTS

❖	EXECUTIVE SUMMARY.....	1
❖	PART I: BACKGROUND.....	4
❖	PART II: DESCRIPTION OF PROGRAM.....	6
❖	PART III: FIRST YEAR OUTCOMES AND RESULTS	10
❖	PART IV: EVALUATION OF PROGRAM OPERATION.....	26
❖	PART V: ATTACHMENTS	29
	Attachment A: Rules for the Administration of the Read To Achieve Program	
	Attachment B: Read To Achieve Board Members 2011	
	Attachment C: 2010-2011 Funded Sites	
	Attachment D: Senate Bill 07-192	
	Attachment E: 2011-2012 Read To Achieve Assessment Schedule	
	Attachment F: 2011-2012 Funded Sites	

EXECUTIVE SUMMARY

The Read To Achieve grant program was established in 2000, with the first cycle of schools participating from 2000-2003. Fiscal year 2010-2011 was the first year of funding cycle IV of the Read To Achieve program. During this year, 47 elementary schools served kindergarten, first, second, and third grade students reading below the level established by the Colorado State Board of Education. Each grant recipient used the Read To Achieve assessment to demonstrate that the students enrolled in the intensive literacy programs were below grade level for kindergarten, first, second, and third grade. Funded schools provided intervention instruction using intensive, research-based reading programs for just under 2,000 students on Individual Literacy Plans (ILPs). Pursuant to the legislation that created Read To Achieve (22-7-902 C.R.S.), all funded schools were held accountable for reaching the specific reading achievement goals or otherwise demonstrate that the students were on pace to achieve grade level proficiency in order to be recommended for subsequent year funding.

Overall, 64 percent of matched students who were enrolled in Read To Achieve met or exceeded the program benchmark goals by spring 2011. The vast majority of kindergarten students (95%) achieved, at least, their benchmark program goal, while 84 percent of first grade students achieved their goal. Second and third grade students lagged behind the younger students. Slightly less than one-half of them reached their program goals – 49 percent of second grade and 44 percent of third grade students.

The percentage of students in different demographic subgroups (i.e., ethnicity, gender, English language learners, and special education) generally clustered around the overall percentage of 64 percent reaching program benchmark goals. The exceptions were the American Indian/Native American group, which surpassed the overall percentage by 11 percentage points, and black and Asian/Pacific Islander students and special education students who fell from five to seven percentage points below 64 percent. It should be noted that the American Indian/Native American subgroup contained only 11 students.

The Read To Achieve grant distributed \$5,259,495 to funded schools during the 2010-2011 school year. The funding allowed schools the opportunity to provide intensive reading programs for students whose reading readiness or literacy and comprehension skills fell below the level established by the Colorado State Board of Education.

This report is submitted to the Governor of Colorado, the Education Committees of the Colorado State Senate and House of Representatives, the Read To Achieve Board, the Colorado Department of Public Health and Environment, and the Commissioner of Education, detailing the progress made by the Read To Achieve grant program from July 1, 2010 through June 30, 2011. This report is divided into four sections: background information, description of program, year one funding cycle IV outcomes and results, and an evaluation of program operations.

Review of Goal Accomplishments: Year One Results

The Read To Achieve program has five stated goals. They are listed below with a brief review of accomplishments during the current year. Further details on how these goals have been addressed during the 2010-2011 school year can be found throughout this report.

Goal 1: Provide additional intensive reading services to all kindergarten, first, second, and third grade students on Individual Literacy Plans (ILPs) so they will be proficient readers by the end of third grade.

Accomplished: During the 2010-2011 school year, the Read To Achieve grant program served just under 2,000 students in 47 schools. Sixty-four percent of students met or exceeded program benchmark goals.

Goal 2: Collect and review applications for Read To Achieve grants.

Accomplished: The comprehensive application process was revised in spring 2007 to include clear expectations, an evaluation rubric, professional development, support, a review process, and individualized feedback in July and August of the application year. Forty-seven schools, including four consortia, were funded for the 2010-2011 school year. Thirty-six schools will continue receiving funding for 2011-2012, year two of the three-year funding cycle.

Goal 3: Recommend to CDE the schools that should receive grants, as well as the duration and amount of each grant.

Accomplished: In the first year (July 1, 2010 - June 30, 2011), 47 schools received funds for a total of \$5,259,495. Less than 2 percent of the amount of the original appropriation was spent on administering the program.

Goal 4: Determine continued funding of grants based on adequate progress during granting period (e.g., grantee meets the goals established in the grant application including demonstration that at least 65 percent of the students enrolled for the prior year met the reading standard).

Accomplished: The Read To Achieve Board used clearly defined decision criteria, based on legislation, to recommend schools for continued funding. The Board recommended continued funding for 36 of the 47 schools in year two (2011-2012). Schools that demonstrated that at least 65 percent of their students had completed a one-year intensive literacy program were deemed by the Board to be on track to achieve grade-level proficiency.

Goal 5: Report to the Governor and the General Assembly on the effectiveness of the program by November 30 each year.

Accomplished: Data required to report to the Governor and General Assembly were collected and analyzed by the external evaluator and CDE Read To Achieve staff. This report will be available on the RTA Web site, which can be found at <http://www.cde.state.co.us/coloradoliteracy/rtai/index.htm>.

Read To Achieve funds have provided a solid foundation for a successful year one of funding cycle IV of Read To Achieve, as well as increased literacy levels for students throughout the state. This report to the Colorado Department of Public Health and Environment contains information on implementation and evaluation activities completed during year one of funding cycle IV.

I. BACKGROUND

Senate Bills 00-71 and 00-124 established the Read To Achieve (RTA) grant program in 2000. The resulting legislation enacted by the General Assembly is 22-7-901 through 22-7-909 Colorado Revised Statutes (C.R.S.).

The Tobacco Litigation Settlement Cash Fund provides an ongoing source of funds for the program. At least ninety-seven percent of the funds are distributed directly to the recipient schools implementing researched-based, intensive reading programs. No more than three percent of the money appropriated from the cash fund may be used for the expenses incurred by the Read To Achieve Board and the Colorado Department of Education (CDE) in administering the grant program, as stipulated by statute. These administrative funds include operating expenses, travel expenses for advisory board members, an external evaluator, and one full-time employee to provide ongoing support.

Rules for Administering the Grant Program

The Colorado State Board of Education (CSBOE) is responsible for promulgating rules for the administration of the grant. This includes application procedures, eligibility criteria for schools, criteria for determining funding amounts, and procedures for evaluating the success of programs employed by recipient schools (See Attachment A for a copy of the Rules for Administration.). The Colorado Department of Education administers the grant.

Each elementary school that receives Read To Achieve funding addresses specific expectations within the rubric outlined in the request for proposal issued by the Colorado Department of Education. In order for schools to receive subsequent year funding, they must meet the statutory requirement that at least 65 percent of the students involved in the intensive reading program for the full instructional cycle are reading at benchmark levels according to the RTA assessment. This is a substantial increase from the first year of the Read To Achieve grant program in which schools had a statutory requirement that at least 25 percent of their students show proficiency. Schools not meeting the statutory requirement may receive funding with Board approval if they otherwise demonstrate that their students are on pace to achieve grade-level proficiency on the state assessment in reading by the end of the funding cycle.

All of these requirements for receiving funding relate directly to the expectations of the Colorado Basic Literacy Act (CBLA) (22-7-501 through 22-7-505 C.R.S.). In May 2004, the rules of the CBLA were amended to reflect a tightening of assessment guidelines and proficiencies related to the five components of reading. In May 2007, the State Board of Education adopted three assessments for the CBLA (pursuant to C.R.S. 22-7-501). C.R.S. 22-7-906 requires that one of these assessments be identified by the Colorado State Board of Education as the Read To Achieve assessment. Subsequently, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was reviewed by the Read To Achieve Board and approved by the Colorado State Board of Education as the required assessment for participating Read To Achieve schools as of May 2007.

Purpose of the Program

The purpose of the Read To Achieve grant program is to fund research-based intensive reading programs. Read To Achieve was designed specifically for kindergarten, first, second, and third grade students and students between third and fourth grades whose literacy and reading comprehension skills are below the level established by the Colorado Basic Literacy Act. Funded activities shall be used to supplement, and not supplant, any funds currently being used. Such programs may include, but need not be limited to, reading academies operated as schools within schools for intensive reading instruction, extended-day reading programs, one-on-one or group tutorial services, after-school literacy programs, or summer school clinics.

Duties of the Read To Achieve Board

The Read To Achieve program is administered by the Read To Achieve Board. This Board consists of 11 members, no more than 6 of whom are from the same political party (See Attachment B for a listing of Board members.). To meet the legislative intent of the grant program (22-7-902 C.R.S.), the Board, in partnership with the Colorado Department of Education, is responsible for:

1. Soliciting and reviewing applications from eligible applicants.
2. Ensuring that any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read To Achieve assessment.
3. Selecting eligible applicants that will receive grants, including the duration and amount of each grant.
4. Submitting annually to the Colorado Department of Education a list of grant recipients and the amount to be awarded.
5. Ensuring that schools demonstrate that at least 65 percent of their RTA students who completed a full year instructional cycle reached their achievement goals, or otherwise demonstrate that they are on pace to achieve grade-level proficiency by the end of the funding cycle.
6. Ensuring that each grant recipient uses the DIBELS assessments.

II. DESCRIPTION OF PROGRAM (July 1, 2010 - June 30, 2011)

Population Served by the Read To Achieve Grant

Read To Achieve funds were granted to 47 schools, resulting in services for 1,901 students during the 2010-2011 school year (see Attachment C for a complete listing of funded schools).

According to statute, the Read To Achieve Board is required to ensure, to the best extent possible, that grants are awarded to schools in a variety of geographic areas across the state. The following table shows the regional distribution of funds and the number of students in each region that completed a full instructional cycle.

Table 1: Distribution of Read To Achieve Funds Among Geographic Regions

Third Funding Period (July 2010 - June 2011)				
	Grant Awards		Number of Read To Achieve Students (full-cycle)	
Region	Funding Amount	Percent	Number	Percent
Metro	\$4,446,448	84%	1,458	83%
North Central	\$408,774	8%	199	11%
Northeast	\$83,455	2%	8	1%
West Central	\$257,911	5%	91	5%
East Central BOCES	\$1,253	Less than 1%	NA	NA
San Luis Valley BOCES	\$20,073	Less than 1%	NA	NA
South Central BOCES	\$17,206	Less than 1%	NA	NA
Southeastern BOCES	\$17,206	Less than 1%	NA	NA
Uncompahgre BOCES	\$7,169	Less than 1%	NA	NA
Totals	\$5,259,495	100%	*1,756	100%

Notes: *Services were provided for a total of 1,901 students; however, 145 students did not complete a full cycle, resulting in 1,756 full-cycle students.

Types of Services Provided by Schools

During year one of implementation, schools provided research-based intensive reading instruction to kindergarten, first, second, and third grade students on Individual Literacy Plans

based on needs assessments conducted in the schools. No specific reading intervention program type is prescribed in the statute; therefore, a variety of reading programs have been approved for funding based on the specific needs of each school. The proposed program is based on a research model that has proven successful in other public schools in the nation (22-7-905(3) (b) C.R.S.). These programs may include, but need not be limited to, reading academies for intensive reading instruction operated during the school day, extended-day reading programs, after-school literacy programs, or summer-school clinics.

Program types for the current year funding cycle are illustrated in Figure 1 based on school reports describing the types and emphasis of their delivery models. Schools reported that the most common models consisted of intensive pull-out sessions (60%) followed by intensive pull-out sessions combined with summer school (19%).

Figure 1: Relative Emphasis Spent on Program Structures for Delivery of Read To Achieve Instruction

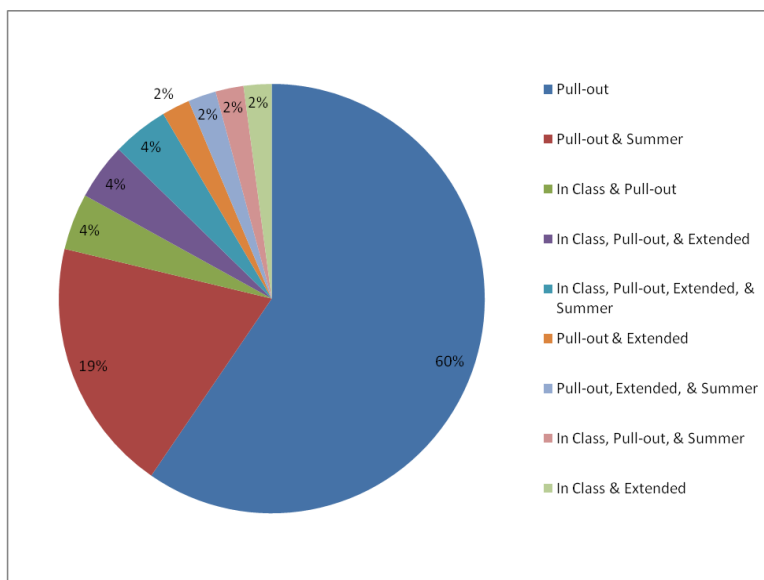


Table 2: Relative Emphasis Spent on Program Structures for Delivery of Read To Achieve Instruction

Program Structures	Percent
Pull-out	60%
Pull-out & Summer	19%
In Class & Pull-out	4%
In Class, Pull-out, & Extended	4%
In Class, Pull-out, Extended, & Summer	4%
Pull-out & Extended	2%
Pull-out, Extended, & Summer	2%
In Class, Pull-out, & Summer	2%
In Class & Extended	2%

Schools reported three types of delivery models. A *structured model* may be described as one in which teachers use a specific frame for instruction, including a reading curriculum, making adjustments to lessons based on students' needs and in response to students' progress monitoring data. A *prescribed model* is guided by the selected reading curriculum, and instructional decisions are made in alignment with the daily lessons outlined in the curriculum. A prescribed model is often referred to a fidelity to the reading curriculum. In contrast, a *framed model* is primarily guided by the teacher's daily instructional decisions based on students' needs. The teacher may or may not use a specific reading curriculum in a framed model. Seventy percent (33 schools) reported using a structured model while 28 percent (13 schools) reported using a prescribed model, keeping with the fidelity of the research-based curricula. Only two percent (one school) reported using a generally framed model.

Programming Support Provided by the Colorado Department of Education (CDE)

Year one of funding cycle IV included a variety of professional development opportunities for Read To Achieve grant recipients with the overall goal of increasing effectiveness of reading intervention programs. In October 2010, a two-day workshop was presented by Tina Pelletier and Kim Marcum on the critical elements of instruction in response to achievement data. Participants learned how to interpret and use data to maximize achievement gains with Tier II students, including techniques for engaging all students, increasing fluency and vocabulary skills, and making decoding practice fun. Positive classroom and behavior management strategies were also highlighted.

In April 2011, Read To Achieve (RTA) teachers were trained on *DIBELS Next*, the 7th edition of the RTA assessment. The first two days of the three-day training covered foundations of *DIBELS Next*, administration and scoring of the measures, and logistics of benchmark assessment. Participants also learned how to use *DIBELS Next* within a decision-making model known as the Outcomes Driven Model. The final day covered advanced topics in data interpretation such as identifying students needing support, planning reading instruction and groups, progress monitoring, and evaluating the effectiveness of reading instruction. Additionally, participants learned how to provide training to others in *DIBELS Next* administration and scoring, including foundations of *DIBELS* and assessment logistics.

Read To Achieve teachers were invited to participate in data webinars in order to learn ways to more productively use *DIBELS* data to guide instruction throughout the school year. Four webinars were conducted during critical data collection periods during the 2010-2011 school year. Each webinar focused on reviewing progress monitoring data to determine strengths and weaknesses of curricula implementation and priorities for small group instruction based on the data.

In order to provide on-site support throughout the 2010-2011 school year, Read To Achieve schools had the option of selecting a trained consultant to provide in-school coaching. On-site coaching allowed RTA educators the opportunity to receive continued support in the implementation of successful scientifically-based reading research curricula, effective teaching

practices, and on-going use of DIBELS data. Thirty-five of the forty-seven schools (74%) selected consultants for their buildings.

III. FIRST YEAR OUTCOMES AND RESULTS

Description of Evaluation Process

According to statute, the Read To Achieve program is a competitive grant program in which subsequent funding is contingent on the performance of each school that participates in the program. The requirements for funding eligibility are clearly defined in C.R.S. 22-7-905, Section 5:

A grant recipient that has previously received a grant shall be eligible for subsequent grants only if able to demonstrate that at least 65 percent of students who completed a one-year instructional cycle reached their achievement goals or otherwise demonstrate that they are on pace to achieve grade-level proficiency on the state assessment in reading for their grade level.

Schools that received first year funding were responsible for submitting all evaluation data by June 2011. Two types of data were submitted: student-level data and school-level data.

Student-level data included demographic information such as whether students were English Language Learners (ELLs) and/or in need of Special Education services, ethnicity, and gender. Students were identified as being full-cycle or less than full-cycle. Less than full-cycle students were eliminated from funding analyses. Student data also included an analysis of third grade DIBELS and the third grade reading test of the Colorado Student Assessment Program (CSAP).

School-level data included information on the program profile. These data described the number of students the school expected to serve and the details about the content, structure, and prescriptive nature of the Read To Achieve services.

Data was analyzed using the Statistical Package for Social Sciences (SPSS) v.13.0 and Microsoft Excel.

Read To Achieve Assessment

Pursuant to the Read To Achieve legislation as of May 2007, Read To Achieve grantees were responsible for testing participating RTA students at least three times during the school year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is a valid and reliable tool for assessing students' reading proficiencies. Depending on the grade level, Read To Achieve schools administered different measures of the DIBELS probes in the fall, winter, and spring of the 2010-2011 school year. The measures given included the Phoneme Segmentation Fluency (PSF) test, the Nonsense Word Fluency (NWF) test, and the Oral Reading Fluency (ORF) test. Table 3 shows when each measure was administered at each grade level.

The scores on the individual DIBELS measures fall into one of three levels of risk – at risk, some risk, and low risk. These levels are represented as the intensive, strategic, and benchmark levels in this report. Generally, students in the some risk and at risk levels (strategic and intensive)

according to DIBELS will have a difficult time reaching subsequent benchmark goals without intensive intervention.

Table 3: DIBELS Measures Administered at each Testing Interval, by Grade Level

Grade	PSF	NWF	ORF
Kindergarten	Winter and Spring	Winter and Spring	--
Grade 1	Fall, Winter, and Spring	Fall, Winter, and Spring	Winter and Spring
Grade 2	--	--	Fall, Winter, Spring
Grade 3	--	--	Fall, Winter, Spring

See Attachment E for the 2011-2012 DIBELS testing schedule.

Details of Participation and Results

A total of 47 schools enrolling almost 2,000 students in kindergarten through third grade participated in the 2010-2011 Colorado Read To Achieve Program. Of the 47 schools, 28 of them (60%) were part of one of the four consortia. Almost all of the schools implemented the program in second and third grades. Slightly less than half of the schools (47%) had a kindergarten program. Table 4 displays the number and percentage of schools in which the program was implemented by grade level.

Table 4: Number and Percentage of Schools with Program Implemented by Grade Level (Total of 47 Read To Achieve Schools)

Grade	Percentage(n) of Schools <u>with</u> Program Implemented (N=47 schools)
Kindergarten	47% (22)
Grade 1	91% (43)
Grade 2	98% (46)
Grade 3	96% (45)

A total of 1,901 students were reported as participating in year one of the current cycle. The type of analysis determined the number of missing student scores. When matching on two testing intervals, consideration must be given to students with missing data as some students might have fall scores but not spring scores, while other students might not have fall scores, but have spring scores. Overall, eight percent of the students had missing data. First grade had the highest percentage of missing data (12%) because students needed both the PSF and NWF at each testing period. In the third grade correlation study, students were included only if they had both their DIBELS and CSAP scores. Twelve percent of third graders had missing data. Table 5 shows the percentage and number of missing cases at each grade level.

Table 5: Number of Students Not Matched at Testing Points, by Grade Level – 2010-2011

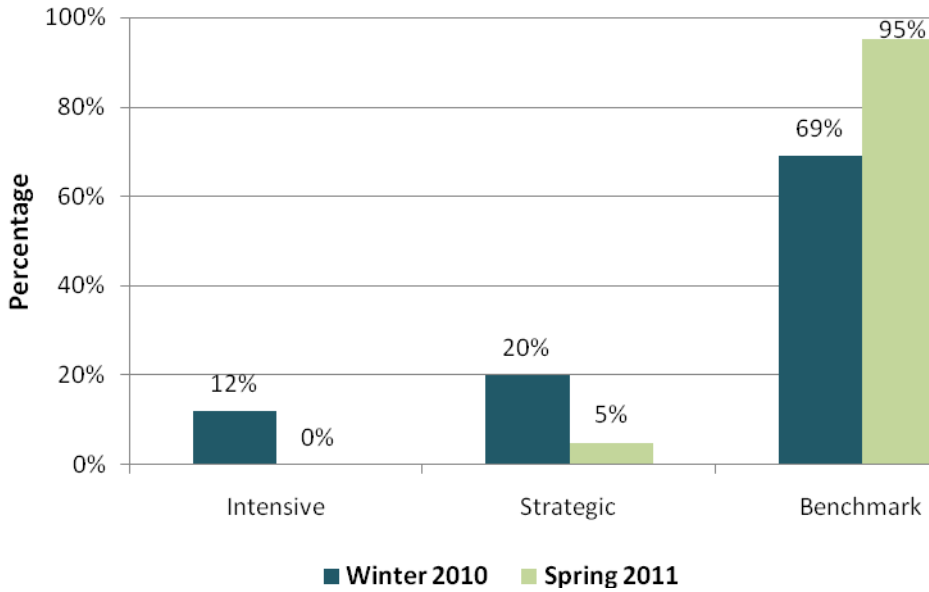
Grade	Percentage(n) of Students Not Matched	N
Kindergarten	4% (12)	276
Grade 1	12% (60)	521
Grade 2	5% (29)	572
Grade 3	8% (44)	532
OVERALL	8% (145)	1,901
Grade 3 (CSAP & DIBELS)	12% (61)	532

Overall Student Performance by Grade Level

Data analyses consisted of calculating percentages of students meeting the program benchmark goal and performing at each of the three status levels on DIBELS measures. Since these data were matched, each set of percentages represents absolute increases or declines for the 2010-2011 cohort of students included in the analysis. The data were disaggregated by grade level, demographics, and the movement of students from fall/winter 2010 to the spring 2011 was calculated. Due to rounding off, percentages might not always add up to 100 percent. Also, a Chi-square test and correlation analyses were performed on the third grade DIBELS scores/risk levels and the CSAP scaled scores/performance levels. These analyses explored the existence of a relationship between the two measures and the strength of the relationship.

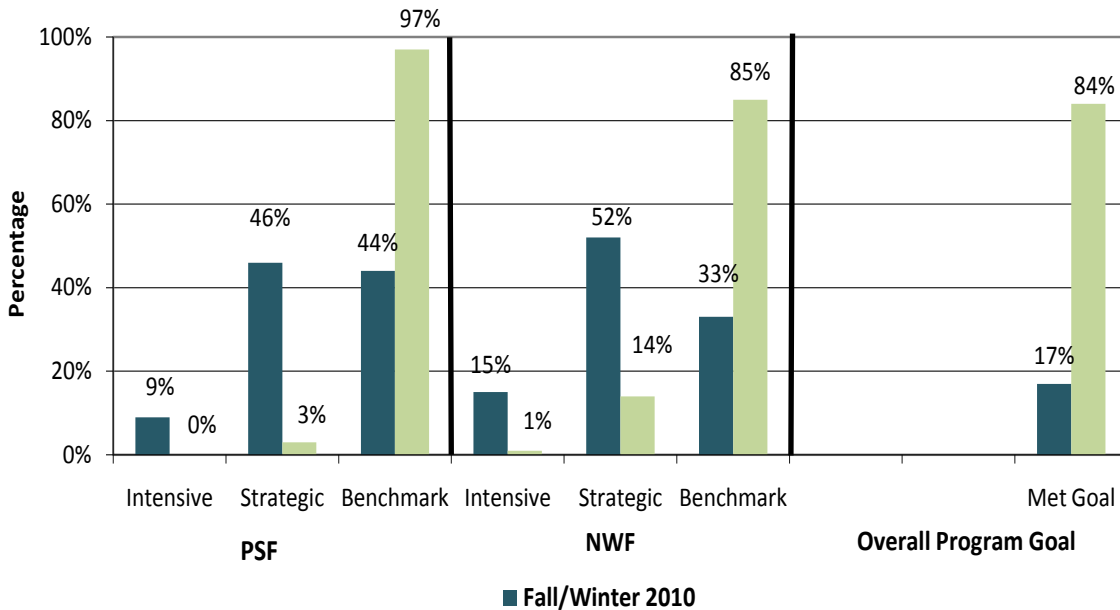
The trend for kindergarten students on the PSF from winter to spring 2011 represents the trend for a successful program – the percentage of intensive and strategic students declined as the percentage of benchmark students increased. The percentage of intensive students declined from 12 percent to zero percent. In the strategic group, only five percent of the kindergarten students remained. The vast majority of students (95%) reached benchmark on the PSF, the program benchmark goal, by spring 2011. Figure 2 compares the performance of kindergarten students on the PSF from winter 2010 to spring 2011.

Figure 2: Kindergarten Percentage of Students at Each Level on the PSF (N=264)



Similar to kindergarten, first grade results also dramatically demonstrated the desired trends for a successful program. By the end of the year, 97 percent and 85 percent of the students mastered benchmark on the PSF and NWF respectively, and 84 percent of first grade students reached the program benchmark goal. Figure 3 displays the performance of first grade students on the PSF, NWF, and overall program goal.

Figure 3: Grade 1 Percentage of Students at Each Level, by DIBELS Measure and Meeting the Overall Program Goal (N=461)



Second grade results showed a different trend. The percentage of intensive students increased from fall/winter to spring while the percentage of strategic students declined substantially from 65 percent to 24 percent, and the percentage of benchmark students substantially increased by 28 percentage points. By spring 2011, almost one-half of the students (49%) reached the ORF benchmark or the program benchmark goal. Figure 4 shows the trends of second grade students on the ORF in each of the status levels.

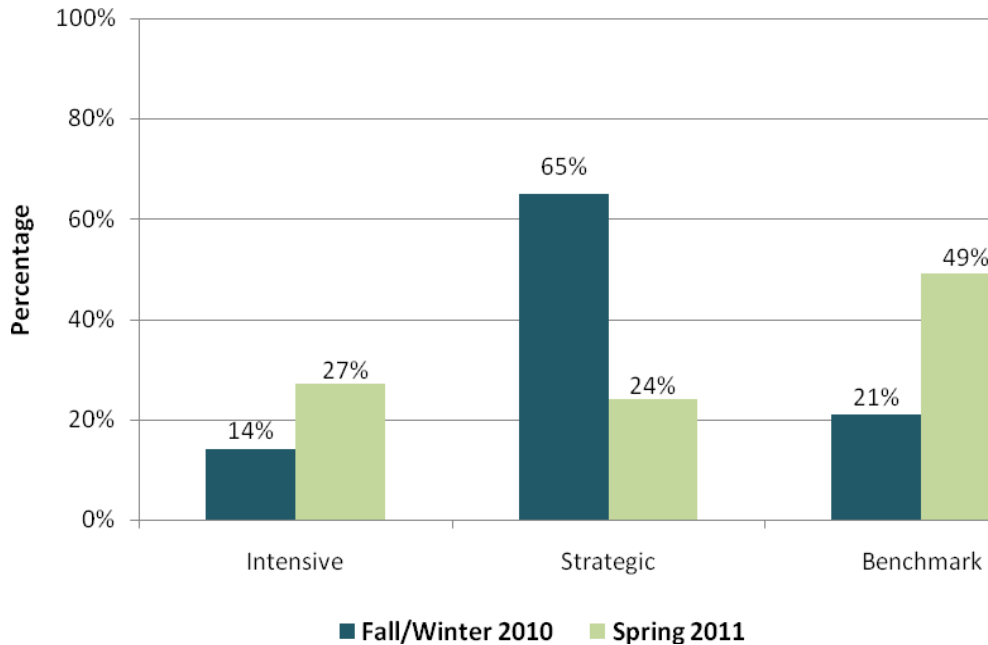
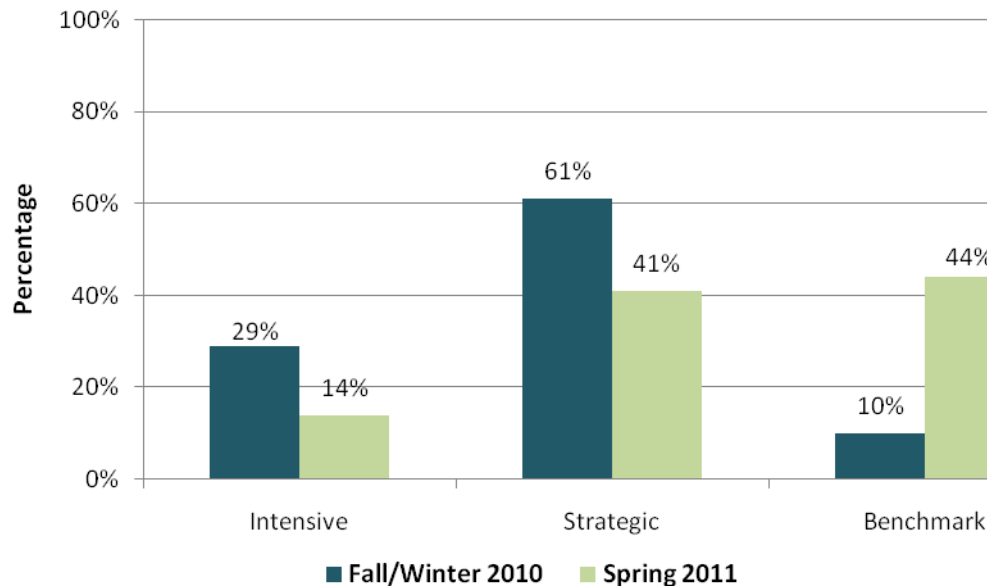


Figure 4: Grade 2 Percentage of Students at Each Level on the ORF (N=543)

The trend for third grade results was quite similar to the trends found in kindergarten and first grade – the percentage of intensive and strategic students declined over the year while the percentage of benchmark students increased from fall/winter 2010 to spring 2011. The percentage of benchmark students increased substantially from 10 percent to 44 percent – a noteworthy increase of 34 percentage points. Figure 5 displays trends in the three status groups on the ORF for third grade students.

Figure 5: Grade 3 Percentage of Students at Each Level on the ORF (N=488)



Overall, 64 percent of the students in Colorado’s Read to Achieve program reached the program benchmark goal by spring 2011. A greater percentage of American Indian/Native American (75%) and Hispanics (65%) exceeded the percentage for all students. Compare to the overall percentage of 64 percent, the percentage of white students (63%) fell slightly lower. On the other hand, only 59 percent of Asian/Pacific Islander and 57 percent of the black students met their goals. Because there were few students in the American Indian/Native American group, its percentage should be interpreted with caution.

Female students and English language learners (ELL) performed almost the same as their counterparts. Special education students did not perform as well as non-special education students – 59 percent compare to 64 percent respectively. Table 6 presents these results.

Table 6: Overall Percentage of Matched Students at Program Benchmark Goal in Spring 2011, by Demographics, Grades K-3 Combined

Demographic Characteristics	Percentage (n) of Students Meeting Program Benchmark Goal in Spring 2011	Total Matched N
Colorado Read to Achieve—Overall	64%	1,756
Ethnicity		
Hispanic	65%	1,279
White, non-Hispanic	62%	183
Black, non-Hispanic	57%	200
American Indian or Native American	75%	12
Asian or Pacific Islander	59%	39
Gender		
Female	65%	897
Male	62%	858

English Language Learners (ELL)		
ELL	63%	970
Non-ELL	64%	784
Special Education (SPED)		
SPED	59%	81
Non-SPED	64%	1,673

Movement of Students Across Time

Examining the movement of students in the intensive, strategic, and benchmark groups from fall 2010 to spring 2011 provides a measure of how well the program helped intensive and strategic students to progress in their reading, and how successful the program was in keeping benchmark students at benchmark. This section examines the percentage of students that changed their status on the DIBELS measures from the fall/winter 2010 to spring 2011, by grade level. At kindergarten, the movement examined was on the PSF measure. For first grade, the movement of students on both the PSF and NWF measures was examined. In second and third grades, student movement on the ORF was investigated.

Kindergarten. On the PSF measure of the DIBELS, schools with kindergarten students were highly successful in keeping their benchmark students at benchmark from winter to spring. Almost all benchmark students (99%) stayed at benchmark. The vast majority of strategic students (88%), and almost four out of five intensive students (77%), moved up to benchmark by spring 2011. None of the intensive students and few strategic students remained at their winter level. Table 7 summarizes these findings.

Table 7: Kindergarten—Changes in ISR Status* from Winter 2010 to Spring 2011

PSF Risk Group in Winter 2010	Spring 2011 Percentage (n)
Phoneme Segmentation Fluency (PSF)	
Intensive (N=31)	
Remained in Intensive	---
Moved to Strategic	23% (7)
Moved to Benchmark	77% (24)
Strategic (N=52)	
Moved to Intensive	---
Remained in Strategic	12% (6)
Moved to Benchmark	88% (46)
Benchmark (N=181)	
Moved to Intensive	---
Moved to Strategic	1% (1)
Remained in Benchmark	99% (180)

* Scores matched winter to spring.

Grade 1. The vast majority of first grade students either remained at benchmark on the PSF (99%) or moved up to benchmark from the intensive or strategic status in fall/winter 2010 – 88 percent and 97 percent respectively. None of the fall/winter intensive students remained in the intensive group. Student performance on the NWF generally mirrored their performance on the PSF except that a smaller percentage of intensive (71%) and strategic (84%) moved up to the benchmark level. Overall, schools were quite successful in helping their first grade students to become successful readers. Table 8 shows these results

Table 8: Grade 1—Changes in ISR Status* from Fall/Winter 2010 to Spring 2011, by Measure

Risk Group in Fall/Winter 2010	Spring 2011 Percentage (n)
Phoneme Segmentation Fluency (PSF)	
Intensive (N=41)	
Remained in Intensive	---
Moved to Strategic	12% (5)
Moved to Benchmark	88% (36)
Strategic (N=211)	
Moved to Intensive	---
Remained in Strategic	3% (7)
Moved to Benchmark	97% (204)
Benchmark (N=209)	
Moved to Intensive	---
Moved to Strategic	1% (2)
Remained in Benchmark	99% (207)
Nonsense Word Fluency (NWF)	
Intensive (N= 69)	
Remained in Intensive	4% (3)
Moved to Strategic	25% (17)
Moved to Benchmark	71% (49)
Strategic (N=241)	
Moved to Intensive	2% (5)
Remained in Strategic	14% (33)
Moved to Benchmark	84% (203)
Benchmark (N=151)	
Moved to Intensive	---
Moved to Strategic	7% (11)
Remained in Benchmark	93% (140)

* PSF and NWF scores were matched fall to spring.

Grade 2 and Grade 3. Second and third grade school programs were not as successful as the programs in the other grade levels. In both second and third grades, the majority of students remained at benchmark on the ORF from the fall/winter to spring – 81 percent and 88 percent respectively. Only about 45 percent of strategic students, in both of these grades, succeeded in

attaining benchmark level by spring 2011. Also, a large percentage of second and third grade intensive students remained in the same group. Table 9 portrays the data.

Table 9: Grade 2 and Grade 3—Changes in ISR Status* from Fall 2010 to Spring 2011

ORF Risk Group in Fall/Winter 2010	Spring 2011 Percentage (n)
Grade 2	
Intensive (N=77)	
Remained in Intensive	62% (48)
Moved to Strategic	21% (16)
Moved to Benchmark	17% (13)
Strategic (N=351)	
Moved to Intensive	27% (95)
Remained in Strategic	28% (98)
Moved to Benchmark	45% (158)
Benchmark (N=115)	
Moved to Intensive	3% (4)
Moved to Strategic	16% (18)
Remained in Benchmark	81% (93)
Grade 3	
Intensive (N=142)	
Remained in Intensive	36% (51)
Moved to Strategic	38% (54)
Moved to Benchmark	26% (37)
Strategic (N=296)	
Moved to Intensive	6% (19)
Remained in Strategic	48% (141)
Moved to Benchmark	46% (136)
Benchmark (N=50)	
Moved to Intensive	---
Moved to Strategic	12% (6)
Remained in Benchmark	88% (44)

* Scores matched fall to spring.

Correlation Between the Grade 3 DIBELS Instructional Support Recommendations and the Colorado Student Assessment Program (CSAP)

Two different analyses were performed to look at the relationship between the third grade ORF on the DIBELS and the CSAP reading test in spring 2011. Both analyses included all students enrolled in the Read To Achieve Program with both their ORF scores/levels and CSAP scaled scores/reading test proficiency levels.

In the first analysis, a Chi-square test was performed to determine if a relationship existed, using the performance descriptors for both measures. A significant relationship between the two

measures did exist (Chi-square=74.718; significant at $p<.05$). The strength of the relationship as measured by the Spearman rho was 0.318. This is a very low correlation.

Only half of the benchmark students on the ORF were proficient on the CSAP reading test. If the two assessments were more closely related, we would expect a greater percentage of benchmark students to be proficient or advanced on the CSAP reading test. About one-third of the strategic students (34%) scored proficient on the CSAP while the vast majority of the intensive students (91%) were classified as not proficient on the CSAP. Table 10 shows the percentage distribution between the ORF and the CSAP levels.

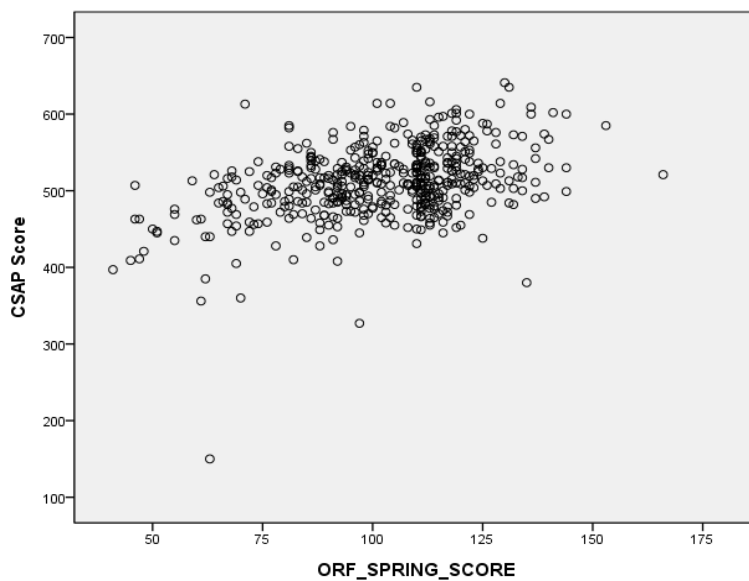
Table 10: Relationship between Grade 3 ORF and CSAP Performance Levels, Spring 2011, (N=487)

ORF Risk Levels	Percentage of Students—CSAP				N
	Unsatisfactory	Partially proficient	Proficient	Advanced	
Intensive	41%	50%	9%	---	68
Strategic	10%	56%	34%	---	202
Benchmark	7%	43%	50%	---	217

*Chi-square=74.718; significant at $p<.05$

In the second analysis, the ORF scores were correlated with the CSAP scaled scores using the Pearson R correlation. The correlation was 0.420 with $p<.001$. This is a low to modest correlation. Other factors would contribute to the remaining variations in the scores. Figure 6 shows a scatter plot of the scores and the correlation between the scores, i.e., if a line was drawn through the dots, so all dots were as close as possible to the line, the line's slope would not be very steep.

Figure 6: Scatter plot of Spring 2011 CSAP Scaled Scores and DIBELS ORF Scores



While the correlation found was a low to modest one, it might have been higher if there had not been a restriction in the range of scores – only poor readers were selected to participate in the

program. When there is a restriction of range, the Pearson R can shrink because of less variability in the scores. For example, in a 2002 study of 58 students from all ability levels using the same type of scores, the Pearson correlation was found to be 0.80¹ – quite a difference from what was found with the Read To Achieve scores. For this reason, these findings should be interpreted cautiously.

In both of these analyses, there was a very low/modest correlation between the Oral Reading Fluency measure and the CSAP reading test in the third grade for this population of students. Scoring at benchmark on the ORF was not a particularly good predictor of meeting proficiency on the CSAP, at least not with this group of students.

¹ Shaw, R. and Shaw, D. (2002) DIBELS Oral Reading Fluency-based Indicators of Third Grade reading for Colorado State Assessment Program (CSAP) found at <http://www.docstoc.com/docs/37042757/Technical-Report-DIBELS-Oral-Reading-Fluency-Based-Indicators-of-Third>

Thoughts for Reflection

This year was the first year that the fourth cohort of schools implemented the Read To Achieve Program. The first year of implementing any program usually is more challenging for schools and does not produce as positive results as when a program has been implemented for more years. It was interesting that when cohort IV's results were compared to the first year for the third cohort of schools (2007–2010), this year's students demonstrated substantially better results. In the first year of the third cohort, 77 percent of kindergarten students, 47 percent of first grade students, and 43 percent of students in the second and third grades met the program benchmark goals. This year, about 95 percent of kindergarten students and 84 percent of first grade students met the program benchmark goals. In fact, this year's results for kindergarten and first grade students were comparable to results found for students in the same grade levels in schools in their third year of implementing the Read to Achieve Program. In addition, 49 percent and 44 percent, of second and third grade students, respectively, reached the program benchmark goals this year. Unfortunately, there was no data to explain possible reasons for these differences between cohorts.

Across years, kindergarten and first grade students continued to showed better results than those found for students in the second and third grades. Regardless of the year, only about one-half or fewer of second and third grade students met their program goals. Also, a larger percentage of intensive and strategic students remained in their risk groups for the entire year compared to kindergarten and first grade students. Why are so few second and third grade students meeting the program benchmark goal? Are these grade-level programs and curricula different from the ones implemented in kindergarten and first grade? If so, how do they differ? Should the second and third grade programs and curricula be changed? If so, how should they be modified? These questions are hard to answer without information about how schools were implementing Read to Achieve at their schools or whether schools were consistently implementing their programs and curricula within their schools and across schools. Further examination of successful second and third grade programs is suggested in order to answer these questions and improve outcomes for second and third grade students in Read To Achieve.

Improving the reading skills of poor readers can be challenging, especially when a program is not tightly defined and more closely aligned with research. Without clearly articulated program guidelines, it is difficult to say whether or not a program impacted reading. For example, it might be that specific strategies such as an additional 30 minutes every day at one school improved students reading while pulling out students during reading instruction at another school did not. When the results from the two schools are aggregated, they will dilute the impact of the state program—Colorado Read to Achieve, in this case. Also, closer examination of RTA programs may reveal that one particular research-based reading intervention curriculum is showing greater gains than another intervention curriculum. Implementing a variety of intervention curricula also makes it extremely difficult to interpret findings and to make program improvement decisions at the state level. What programs improvement recommendations can be made when all the schools are doing something different? And how do you know what is working?

Once the state program is clearly defined—how it should be implemented, the intensity of intervention, appropriate curricula to use, teacher training, etc.—and expectations are articulated to school programs, systematic data collection about fidelity of implementation will help to clarify school program needs and needed changes, leading to better alignment with state program guidelines. Greater alignment will eventually lead to more informative interpretations of findings and better future program decisions. More importantly, if guidelines are based in research, then results should be more positive, and the students benefit.

How can fidelity of implementation data be collected? Multiple methods exist which might be used in combination or singularly, such as:

- *Survey schools.* The survey might ask questions about curriculum, implementation, and intensity at each grade level and teacher training and be completed by a primary school contact person and/or a sample of grade-level teachers and principals.
- *Conduct site visits to a random sample of schools.* The site visits might consist of interviews with the principal and a sample of teachers implementing the intervention and regular classroom teachers, in addition to observations of the intervention.
- *Conduct phone interviews.* A random sample of schools might be selected for conducting phone interviews with principals and teachers.
- *Develop an implementation checklist.* The checklist might be used during site visits by the state consultants to identify needed changes and to provide evidence of level of fidelity.

Besides the lack of tight program guidelines based in research, another concern is the use of the DIBELS assessment as both the screening assessment and the fall benchmark assessment. When the same instrument is used for screening and pretest (i.e., fall benchmark), and students are selected based on low scores, as in Colorado Read to Achieve, regression to the mean can account for some or all of positive changes found from pretest to posttest. A different instrument than the DIBELS should be used to select the students and the DIBELS used as the pretest.

Simply put, this is what happens: Each score is made up of a “true” score and a certain amount of measurement error caused by factors such as room conditions, student’s physical well being, and test-taking skills. Scores at the extreme ends of the score distribution have more error. When students are selected based on their low scores and the scores are also used as the pretest, their scores will have more error than those in the middle of the score distribution. At a second testing or posttest, the average score for this group of low performing students will positively change because the measurement error for the group will decrease. The decrease in measurement error causes the average score to improve without any real change in achievement. This increase in the average score is due to what is called “regression to the mean.” Because Read to Achieve selects students and pretests them using the same fall DIBELS benchmark assessment, any improvement we might see at posttest or spring DIBELS benchmark can be, in part, due to regression to the mean.

Finally, and as mentioned in the last section of this report, the selection of poor readers or Read to Achieve students for correlating DIBELS and CSAP scores calls into question the appropriateness of this correlation because of a restriction in the range of scores. Because there

are no middle or high scorers, there will be less variation among the scores. As a result, the correlation between these two sets of scores can shrink due to the less variability in their scores.

Future Outlook and Next Steps

This report contains information about year one performance of Read To Achieve schools and some limited information about the types of services provided. This is the fourth cycle in which a standard set of measures for monitoring progress has been implemented. These measures enable the Read To Achieve staff to monitor the progress of students as they work toward their grade-level literacy goals.

The DIBELS student assessment is very quick to administer, but it provides a wealth of information about a child's ability in relation to the continuum of reading skills. Using DIBELS sub-tests enables school literacy leadership teams to make informed decisions about the instructional needs of students in the program. This information also allows program administrators to make comparisons across programs, students, and classrooms.

Future evaluations using the DIBELS sub-tests should allow for better identification of program success. This will allow program administrators to compare the program structures, processes, and outcomes among schools that are performing at or above the statutory goal. In 2011-2012, the CDE will:

- Study the correlation between Grade 3 CSAP and Grade 3 DIBELS outcomes.
- Provide optional differentiated professional development opportunities based on school needs.
- Provide a Read To Achieve trained consultant in each building for a minimum of 8 days during the school year to offer support and professional expertise.
- Monitor the administration, scoring, and reporting of program assessments to determine the reliability and validity of the test data.
- Guide educators in the Read To Achieve schools in collecting, recording, and reporting reliable and valid test information.
- Provide technical assistance and support.
- Maintain and update the Read To Achieve website as a useful and current means of communicating with Read To Achieve educators.
- Conduct school visits to provide technical assistance and support to ensure that students are receiving supplemental reading time.
- Determine that the scoring and reporting of program assessments are done efficiently and effectively.
- Provide schools with summative student achievement data to improve and guide instruction.
- Provide on-going data webinars throughout the school year to provide timely support in analyzing DIBELS data.

In addition to the work of CDE to evaluate the effectiveness of RTA, the Read To Achieve Board annually reviews progress and makes recommendations for program improvements. Changes for year 2 (2011-2012) of the current funding cycle include:

- Use of the University of Oregon Center on Teaching and Learning DIBELS Data Collection System. This system will allow CDE to view up-to-date DIBELS data for each

RTA school throughout the school year in order to provide more timely support to schools most in need.

- Assignment of a highly trained literacy consultant in **every** RTA school a minimum of eight days during the 2011-2012 school year and each year after. Consultants will provide a number of services to increase the effectiveness of RTA implementation including but not limited to follow-up discussions of the quarterly web-based data conferences, modeling of best practices in literacy interventions, observing intervention instruction, conducting on-site professional development, reviewing current data, and facilitating data dialogues. Consultants will also conduct random reliability checks of data collection.
- Use of an implementation checklist, as described above in the section titled “Thoughts for Reflection.” Consultants will use the implementation checklist to identify needed changes at the school and state level and provide evidence of the level of fidelity of implementation of RTA requirements in each school. The implementation checklist will also provide more detailed and specific data to the RTA Board regarding each school’s implementation of program requirements, which is a critical component for making future funding decisions.

Read To Achieve met many of the goals it was designed to achieve. The goal, set by statute, is for all schools to demonstrate that at least 65 percent of their students who complete a one-year instructional cycle of the intensive literacy program are achieving reading goals. Thirty-one out of 47 schools (66%) met the statutory goal.

IV. EVALUATION OF PROGRAM OPERATION

Accountability

The Read To Achieve program has consistently emphasized accountability for the planned and actual use of grant funds. Accountability has been addressed through a rigorous application and evaluation process, changes to any program through an addendum process, and the reporting of benchmark goals and outcomes.

To ensure that programs achieve intended results, future funding is contingent upon schools meeting specific achievement goals. According to statute, funded schools can only be eligible for funding in subsequent years if they demonstrate that at least 65 percent of the students who completed a one-year instructional cycle of the intensive literacy program met achievement goals or otherwise demonstrated that they are on pace to achieve grade-level goals.

Read To Achieve has continued to collaborate with Information Management Services within CDE to gather information from schools electronically. This online data collection system streamlined the reporting process compared with previous funding years. Currently, individual student identifiers are used so that CSAP scores can be tracked from year to year by CDE rather than asking the educators in the schools to keep track of this information. The Read To Achieve Board continues to support this process because it is less time consuming for school staff.

Research Base for Read To Achieve

The accountability process for the Read To Achieve program was tied directly to CSAP data, the CBLA, and the research based on the five essential components of reading documented in the *Report of the National Reading Panel: Teaching Children to Read* (2000).

The CSAP is a state assessment program designed to measure student achievement according to the Colorado Academic Standards. These standards are expectations specifying what students should know at particular points in their education. Assessment of reading occurs from grades three through ten. The Read To Achieve program uses these results, in addition to DIBELS, in assessing adequate progress related to at least 65 percent of students meeting the reading standard.

In Spring of 1996, the Colorado General Assembly passed House Bill 96-1139, Colorado's Basic Literacy Act (22-7-501 through 506 C.R.S.). The preamble to this Act states:

It is the intent of the General Assembly that, after third grade, no student may be placed at a grade level or other level of schooling that requires literacy skills not yet acquired by the pupil.

The Act mandates that all students will be reading at the third grade level by the end of third grade. This Act requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Those students not reading at grade level

will be placed on Individual Literacy Plans (ILPs), which are developed by both the school and the family.

External Evaluation

According to statute, the Read To Achieve program is required to report to the Governor and the General Assembly the following information:

1. The number of schools that received grants under the program and the average amount of the awards.
2. The number of students enrolled in intensive literacy programs funded by the program and the number of students who improved their reading skills to grade level or achieved proficiency on the state assessment in reading.
3. Any recommendations for statutory changes, including but not limited to the appropriateness of the requirements for adequate progress.

This report is due annually, on or before November 30.

CDE contracted with an external evaluator to address the statutory requirements that must be reported annually. The use of an external evaluator avoids conflicts of interest and assures accountability. The evaluator worked closely with the Read To Achieve staff to design an effective and comprehensive evaluation. The report to the Governor and General Assembly and the current external evaluation report will be available on the Read To Achieve website, which can be found at <http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>.

Read To Achieve Administrative Costs

During July 1, 2010 - June 30, 2011, 47 schools received funds for a total of \$5,259,495. Tobacco revenues from 2010-2011 were used to fund this 12-month period. According to statute, no more than three percent of the monies appropriated from the cash fund can be used for the expenses incurred by CDE, including the Read To Achieve Board, to administer the program. As demonstrated below, less than two percent of the funds appropriated for RTA were used to administer the grant.

Summary of Expenses for 2010-2011

Personnel and Operating Expenses (including external evaluator)	Travel Expenses	Distribution to Schools	Total Allocation	Unrequested Funds
\$120,549.76	\$3,400.17	\$5,259,495.00	\$6,290,713.00	\$907,268.07

Read To Achieve Summary of Primary Accomplishments: 2010-2011

Impact on Students Served

Just fewer than 2,000 students at 47 schools participated in the Read To Achieve program during year one of Funding Cycle IV, 2010-2011. To date, over 100,000 students have been served through reading intervention programs funded by Read To Achieve.

Commendable Performance of Schools

Initial student performance data have shown that of the 47 participating schools that submitted data by June 3, 2011, 66 percent (31 schools) met the 65 percent statutory goal.

Sustained Expertise on the Read To Achieve Board

Over the 10-year duration of the grant, the Read To Achieve Board has retained high-quality reading professionals and community representatives among its members. This sustained leadership is critical to the success of the Read To Achieve program. Last summer, three new members were confirmed and three former members were re-appointed to the Board.

Continually Enhanced Supports for Schools

Each year, Read To Achieve has developed more powerful and efficient supports for grantees, such as the automated evaluation tools, online supports (including web-based conferencing), and participation in unique professional development opportunities. The Read To Achieve Networking Day trainings continue to be an opportunity for RTA educators to develop their teaching skills and knowledge about best practices while consultants in buildings offer on-going implementation support.

V. ATTACHMENTS

Attachment A: Rules for the Administration of the Read To Achieve Program

Attachment B: Read To Achieve Board Members 2011

Attachment C: 2010-2011 Funded Sites

Attachment D: Senate Bill 07-192

Attachment E: 2011-2012 Read To Achieve Assessment Schedule

Attachment F: 2011-2012 Funded Sites

ATTACHMENT A: RULES FOR THE ADMINISTRATION OF THE READ TO ACHIEVE GRANT PROGRAM

Colorado State Board of Education

1 Colorado Code of Regulations 301-47

Adopted:

Amended:

Attorney General Opinion:

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-901 through 909 Colorado Revised Statutes (C.R.S.)

2207-R-1.00

Statement of Basis and Purpose. The statutory basis for these rules adopted on June 2, 2000 is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-901 through 22-7-909, the Read to Achieve Grant Program, C.R.S.

The Read to Achieve Grant Program, 22-7-901 through 22-7-909, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: application procedures by which a school may apply for grant funds through this program; criteria for selecting those schools that shall receive grants; the criteria for determining the amount to be granted to the selected schools; procedures for reviewing the effectiveness of the intensive literacy programs operated by schools that receive grants; designation of a valid, reliable read to achieve assessment for schools to use in assessing students' reading proficiency; designation of a date by which the read to achieve board shall annually submit to the department a list of grant recipients and the amount to be awarded to each grant recipient pursuant to section 22-7-905 (4) C.R.S.; and a method for tracking progress of students who move from one school to another school within the state while participating in Read to Achieve programs.

2207-R-2.00

2.01 Definitions.

2.01 (1) Program: The Read to Achieve Grant Program created in the Department of Education pursuant to 22-7-902, C.R.S., allowing an eligible applicant to apply for a grant to fund intensive, research-based reading programs for kindergarten, first, second and third grade pupils and pupils between third and fourth grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education, pursuant to 22-7-504 C.R.S. and the Rules for the Administration for the Colorado Basic Literacy Act 1 CCR 301-42, for pupils at each grade level.

- 2.01 (2) **Read to Achieve Board:** A board created pursuant to 22-7-904, C.R.S, which shall consist of eleven members, no more than six of whom are from the same political party, that have been appointed by the Governor, the President of the Senate, the Speaker of the House of Representatives and the State Board of Education. The Commissioner of Education or his or her designee shall also serve on the Read to Achieve Board. The Read to Achieve Board's major duties consist of the solicitation and review of applications for grants under this program and the awarding of grants, including the duration and amount of each grant, pursuant to these Rules.
- 2.01 (3) **State Board:** The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.
- 2.01 (4) **Department:** The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.01 (5) **Eligible Applicant:** An eligible public school that applies for a grant or a collaborative group of eligible public schools applying jointly for a grant pursuant to these Rules.
- 2.01 (6) **Eligible Public School:** A public school, including a charter school or an Institute Charter School as those schools are described in Article 30.5 of Title 22. The Department shall prepare a list of eligible public schools including a charter schools or an Institute Charter Schools as determined by the Department pursuant to section 22-7-903 C.R.S.
- 2.01 (7) **Read to Achieve Assessment:** The assessment that is designated by rule of the State Board as the Read to Achieve Assessment pursuant to 22-7-504 (1) C.R.S. The assessment must be used to assess the reading readiness or literacy and reading comprehension levels of kindergarten through third grade pupils participating in the Read to Achieve Program.
- 2.01 (8) **State Assessment:** A statewide assessment adopted by the State Board to measure reading pursuant to section 22-7-406 C.R.S. and administered by the Department as described in 22-7-409 C.R.S.
- 2.01 (9) **Levels of Reading Readiness or Literacy and Reading Comprehension Skills:** The proficiency levels established in the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 and amended on May 13, 2004 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.
- 2.01 (10) **Colorado Department of Education (CDE) – Request for Proposal (RFP) Development Process:** The processes and procedures developed by CDE to ensure that all RFP's are consistent with the appropriate funding source, adhere to appropriate statutory requirements, and support the organizational commitment of CDE.

2207-R-2.02

2.02 Implementation Procedures.

2.02 (1) **Determination of Eligible Schools.** On an annual basis, the Department and the Read to Achieve Board shall prepare and submit to the State Board a list of all eligible schools. Criteria to determine eligible schools, shall include but not be limited to: (a) the percentage of students over time whose reading readiness and reading comprehension levels are less than proficient; and (b) geographic location.

2.02 (2) **Application and RFP Procedures.** The Department will be the responsible agency for implementing the Read to Achieve Grant Program. The Department, in consultation with the Read to Achieve Board, will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in 22-7-905, C.R.S. The application must include, but need not be limited to:

2.02 (2) (a) The number of kindergarten, first, second, and third pupils enrolled at the eligible applicant's school whose reading readiness or literacy and reading comprehension skills are below grade level;

2.02 (2) (b) Evidence that the proposed program is based on a research model that has been proven to be successful in other public schools in the nation to enhance the reading readiness or literacy and reading comprehension skills of kindergarten through third grade students at the school; and

2.02 (2) (c) The cost of the program.

2.02 (3) **Duration and Amount of Grant Awards.** On or before July 1, 2007 and each year thereafter, the Read to Achieve Board shall submit to the Department a list of grant recipients and the amount to be awarded to each grant recipient based upon the criteria outlined in the RFP. The Read to Achieve Board must state the duration (between one and three years) and amount of each grant.

2.02 (4) **Supplement, not Supplant.** Each grant awarded shall be used to supplement not supplant any moneys currently being used on intensive literacy programs already provided for eligible students.

2.02 (5) **Eligible Programs for K-3 Pupils.** Eligible programs for eligible kindergarten through third grade pupils may include, but need not be limited to:

2.02 (5) (a) reading academies operated as schools within schools for intensive reading instruction;

2.02 (5) (b) after-school literacy programs;

2.02 (5) (c) summer school clinics;

- 2.02 (5) (d) one-on-one or group tutoring services; and
- 2.02 (5) (e) extended-day reading programs.
- 2.02 (6) **Eligible Programs for Pupils in Between the Third and Fourth Grades.** Any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read to Achieve Assessment prior to beginning fourth grade classes in the fall semester.
- 2.02 (7) **Data Collection and Reporting.** Procedures by which grant recipients shall collect and report data for the purpose of determining the effectiveness of the Read to Achieve Grant Program shall be specified in the RFP. The RFP shall include high, but attainable levels of reading readiness and literacy and reading comprehension skills for each eligible grade, pursuant to the Colorado Basic Literacy Act, section 22-7-504 C.R.S. Each school that receives a Read to Achieve grant shall use the Read to Achieve Assessment adopted by the State Board of Education, to assess participating students' reading proficiency and will report this student data to the Department at specified times. Both eligibility for initial funding and continued funding of grants will be based on levels of reading readiness or literacy and reading comprehension skills using the Read to Achieve Assessment adopted by the State Board of Education, and the State Assessment (CSAP) results for the third grade pupils as defined in section 22-7-905 (5)(b) C.R.S.
- 2.02 (8) **Year Two and Three Funding.** If a school or collaborative group of schools receives a grant pursuant to this section for more than one year, the school(s) shall be eligible for moneys in the second and/or third year of the grant only if the school(s) meets the goals established in its application including the demonstration that at least sixty-five percent of the pupils who completed a one-year instructional cycle of the intensive reading program the prior year reached their achievement goals or otherwise demonstrated that they are on pace to achieve grade level proficiency on the state assessment in reading for their grade level. The Department will establish specific goals and benchmarks for the Read to Achieve Assessment.
- 2.02 (9) **Evaluation of Program.** The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Individual student achievement data will be collected so progress may be tracked by student identification numbers as students move from one school to another within the state while participating in a Read to Achieve program. Results will be disseminated on or before November 30, 2007 and each year thereafter to the State Board of Education, the Read to Achieve Board, the Governor, the education committees of the Senate and the House of Representatives, or any successor committees, and all Colorado school districts and BOCES as well as other interested parties on the effectiveness of the Read to Achieve Grant Program.

ATTACHMENT B: Colorado Read To Achieve Board Members 2011

Joel Albers, Elementary Principal
Limon Public Schools RE-4J

Rep. Kathleen Conti, Representative
Colorado House of Representatives, Arapahoe/Jefferson, District 38

Debora Scheffel, Member, State Board of Education
Sixth Congressional District

Robert Hammond, Commissioner of Education
Colorado Department of Education

Charlotte Macaluso, Parent of a Child Enrolled in Public School
Executive Director, Elementary Education and Federal Programs, Title I
Pueblo, CO

Jamie Marin, Kindergarten Teacher
Byers, CO

Deborah Middel-Katzenmeyer, Knowledge of Best Practice in Reading Instruction
Broomfield, CO
Literacy Consultant

Pamela Robinson, Parent of a Child Enrolled in Public School
Colorado Springs, CO
Principal, Harrison School District #2

Joanne Scanlan, Third Grade Teacher
Fountain/Ft. Carson School, District 8

Sen. Suzanne Williams, Colorado State Senator
Colorado State Senate, Aurora, District 28

Teresa Williams, Career Teacher
Knowledge and Experience in Public Education (Elementary)
Jefferson County

ATTACHMENT C: Read To Achieve Funded Schools 2010 - 2011

District(s)	School(s)	Region
Denver Public Schools (Consortium of 11 schools)	Castro Elementary School	Metro
	Charles M. Scheck Community School	Metro
	College View Elementary School	Metro
	Ellis Elementary School	Metro
	Fairmont K-8 School	Metro
	Force Elementary School	Metro
	Harrington Elementary School	Metro
	Newlon Elementary School	Metro
	Pit-Waller K-8 School	Metro
	Schmitt Elementary School	Metro
	Valdez Elementary School	Metro
Denver Public Schools	Barney Ford Elementary School	Metro
Bethune SD R-5	Bethune Elementary School	Northeast
Weld County SD RE-1	Gilcrest Elementary School	North Central
Denver Public Schools	John H. Amesse Elementary School	Metro
Denver Public Schools	Cole Arts and Science Academy	Metro
Denver Public Schools	Cheltenham Elementary School	Metro
Denver Public Schools	Valverde Elementary School	Metro
Greeley 6	Billie Martinez Elementary School	North Central
Greeley 6	Bella Romero Elementary School	North Central
Mesa County Valley SD 51	Rocky Mountain Elementary School	West Central
Aurora Public Schools (Consortium of 7 schools)	Altura Elementary School	Metro
	Fulton Elementary School	Metro
	Montview Elementary School	Metro
	Lansing Elementary School	Metro
	Sable Elementary School	Metro
	Sixth Avenue Elementary School	Metro
	Wheeling Elementary School	Metro
Aurora Public Schools (Consortium of 7 schools)	Crawford Elementary School	Metro
	Kenton Elementary School	Metro
	Paris Elementary School	Metro
	Vaughn Elementary School	Metro
	Laredo Elementary School	Metro
	Park Lane Elementary School	Metro
	Clyde Miller Elementary School	Metro

Denver Public Schools	Swansea Elementary School	Metro
Denver Public Schools	Knapp Elementary School	Metro
Denver Public Schools	Garden Place Elementary School	Metro
Adams County SD 50	F.M. Day Elementary School	Metro
Adams 50 SD (Consortium of 3 schools)	Sherrelwood Elementary School	Metro
	Harris Park Elementary School	Metro
	Skyline Vista Elementary School	Metro
Denver Public Schools	Place Bridge Academy	Metro
Denver Public Schools	Godsman Elementary School	Metro
Denver Public Schools	Ashley Elementary School	Metro
Denver Public Schools	Columbine Elementary School	Metro
Denver Public Schools	Farrell B. Howell ECE-8	Metro

ATTACHMENT D: Senate Bill 07-192

BY SENATOR(S) Bacon, Penry, Spence, Tupa, Williams, Windels, Boyd, and Shaffer;

also REPRESENTATIVE(S) Benefield, Borodkin, Casso, Gagliardi, Labuda, Massey, McFadyen, Peniston, Pommer, Solano, Stafford, Summers, and Todd.

CONCERNING THE READ-TO-ACHIEVE BOARD, AND, IN CONNECTION THEREWITH, CONTINUING THE READ-TO-ACHIEVE BOARD FOR SEVEN YEARS.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Article 7 of title 22, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW PART to read:

**PART 9
READ-TO-ACHIEVE GRANT PROGRAM**

22-7-901. Definitions. AS USED IN THIS PART 9, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

(2) "ELIGIBLE APPLICANT" MEANS AN ELIGIBLE PUBLIC SCHOOL THAT APPLIES FOR A GRANT PURSUANT TO THIS PART 9 OR A COLLABORATIVE GROUP OF ELIGIBLE PUBLIC SCHOOLS APPLYING JOINTLY FOR A GRANT PURSUANT TO THIS PART 9.

(3) "ELIGIBLE PUBLIC SCHOOL" MEANS A PUBLIC SCHOOL, INCLUDING A CHARTER SCHOOL OR AN INSTITUTE CHARTER SCHOOL AS THOSE SCHOOLS ARE DESCRIBED IN ARTICLE 30.5 OF THIS TITLE, THAT IS DETERMINED BY THE DEPARTMENT PURSUANT TO SECTION 22-7-903 TO BE ELIGIBLE TO APPLY FOR GRANTS PURSUANT TO THIS PART 9.

(4) "PROGRAM" MEANS THE READ-TO-ACHIEVE GRANT PROGRAM CREATED IN SECTION 22-7-902.

(5) "READ-TO-ACHIEVE ASSESSMENT" MEANS AN INSTRUMENT THAT IS APPROVED AND IDENTIFIED BY THE STATE BOARD PURSUANT TO SECTION 22-7-504 (1) BY WHICH A SCHOOL DISTRICT MAY ASSESS THE READING READINESS OR

THE LITERACY AND READING COMPREHENSION LEVELS OF INDIVIDUAL STUDENTS, WHICH INSTRUMENT IS DESIGNATED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (e).

(6) "STATE ASSESSMENT" MEANS A STATEWIDE ASSESSMENT ADOPTED BY THE STATE BOARD PURSUANT TO SECTION 22-7-406 AND ADMINISTERED BY THE DEPARTMENT AS DESCRIBED IN SECTION 22-7-409.

(7) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

22-7-902. Read-to-achieve grant program created. (1) THERE IS HEREBY CREATED IN THE DEPARTMENT OF EDUCATION THE READ-TO-ACHIEVE GRANT PROGRAM. UNDER THE PROGRAM, AN ELIGIBLE APPLICANT MAY APPLY FOR A GRANT TO FUND INTENSIVE READING PROGRAMS FOR PUPILS WHOSE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS ARE BELOW THE LEVEL ESTABLISHED BY THE STATE BOARD FOR PUPILS AT EACH OF THE FOLLOWING GRADE LEVELS:

- (a) KINDERGARTEN PUPILS;
- (b) FIRST-, SECOND-, AND THIRD-GRADE PUPILS; AND
- (c) PUPILS BETWEEN THE THIRD AND FOURTH GRADES.

22-7-903. Determination of eligible schools. ON AN ANNUAL BASIS TO BE DETERMINED BY THE READ-TO-ACHIEVE BOARD, THE DEPARTMENT SHALL PREPARE AND SUBMIT TO THE BOARD A LIST OF ALL ELIGIBLE PUBLIC SCHOOLS. IN DETERMINING WHETHER A PUBLIC SCHOOL IS ELIGIBLE, THE DEPARTMENT SHALL APPLY THE RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (a). THE DEPARTMENT SHALL PUBLISH THE LIST ON THE DEPARTMENT'S WEBSITE.

22-7-904. Read-to-achieve board - created. (1) THERE IS HEREBY CREATED THE READ-TO-ACHIEVE BOARD, WHICH SHALL CONSIST OF ELEVEN MEMBERS, NO MORE THAN SIX OF WHOM ARE FROM THE SAME POLITICAL PARTY, AS FOLLOWS:

- (a) THE COMMISSIONER OF EDUCATION OR HIS OR HER DESIGNEE;
- (b) ONE MEMBER OF THE STATE BOARD SELECTED BY THE STATE BOARD;
- (c) ONE MEMBER OF THE SENATE APPOINTED BY THE PRESIDENT OF THE SENATE;
- (d) ONE MEMBER OF THE HOUSE OF REPRESENTATIVES APPOINTED BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES;

(e) SEVEN MEMBERS APPOINTED BY THE GOVERNOR, WITH THE CONSENT OF THE SENATE, AS FOLLOWS:

(I) TWO MEMBERS WHO ARE KINDERGARTEN OR FIRST-, SECOND-, OR THIRD-GRADE ELEMENTARY SCHOOL TEACHERS, ONE OF WHOM WORKS IN A RURAL SCHOOL DISTRICT;

(II) ONE MEMBER WHO IS AN ELEMENTARY SCHOOL PRINCIPAL;

(III) ONE MEMBER WITH KNOWLEDGE OF AND EXPERIENCE IN PUBLIC EDUCATION IN ELEMENTARY GRADES;

(IV) ONE MEMBER WHO IS A PERSON WITH KNOWLEDGE OF THE BEST PRACTICES IN READING AND READING INSTRUCTION; AND

(V) TWO MEMBERS, EACH OF WHOM IS, AT THE TIME OF APPOINTMENT, A PARENT OF A CHILD WHO IS ENROLLED IN A PUBLIC SCHOOL.

(2) (a) THE APPOINTED MEMBERS OF THE READ-TO-ACHIEVE BOARD SHALL SERVE TERMS OF THREE YEARS; EXCEPT THAT, OF THE MEMBERS FIRST APPOINTED, THE GOVERNOR SHALL SELECT THREE WHO SHALL SERVE TERMS OF TWO YEARS. THE GOVERNOR SHALL NOT APPOINT A PERSON TO SERVE MORE THAN TWO CONSECUTIVE THREE-YEAR TERMS.

(b) AN APPOINTING AUTHORITY MAY REMOVE ANY READ-TO-ACHIEVE BOARD MEMBER APPOINTED BY THE APPOINTING AUTHORITY FOR ANY CAUSE THAT RENDERS THE MEMBER INCAPABLE OF DISCHARGING OR UNFIT TO DISCHARGE THE DUTIES OF THE OFFICE, INCLUDING NEGLIGENCE OF DUTY. ACTIONS CONSTITUTING NEGLIGENCE OF DUTY SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, THE FAILURE OF A BOARD MEMBER TO ATTEND THREE CONSECUTIVE MEETINGS OR AT LEAST THREE-FOURTHS OF THE MEETINGS OF THE BOARD IN A CALENDAR YEAR. WHENEVER A VACANCY ON THE READ-TO-ACHIEVE BOARD EXISTS, THE APPOINTING AUTHORITY FOR THE VACANT POSITION SHALL APPOINT A MEMBER FOR THE REMAINING PORTION OF THE UNEXPIRED TERM CREATED BY THE VACANCY.

(3) THE MEMBERS OF THE READ-TO-ACHIEVE BOARD SHALL SERVE WITHOUT COMPENSATION BUT SHALL BE REIMBURSED FROM MONEYS IN THE READ-TO-ACHIEVE CASH FUND CREATED IN SECTION 22-7-908 FOR THEIR ACTUAL AND NECESSARY EXPENSES INCURRED IN THE PERFORMANCE OF THEIR DUTIES PURSUANT TO THIS SECTION.

22-7-905. Read-to-achieve board - duties - grant process.

(1) THE READ-TO-ACHIEVE BOARD SHALL SOLICIT AND REVIEW APPLICATIONS ONLY FROM ELIGIBLE APPLICANTS FOR GRANTS PURSUANT TO THIS SECTION. THE READ-TO-ACHIEVE BOARD MAY AWARD GRANTS PURSUANT TO THIS SECTION FOR PERIODS OF ONE TO THREE YEARS. EACH APPLICATION, AT A MINIMUM, SHALL DESCRIBE THE TYPE OF PROGRAM TO BE PROVIDED BY THE ELIGIBLE APPLICANT TO ENHANCE THE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS OF KINDERGARTEN PUPILS AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS AT THE SCHOOL. EACH GRANT AWARDED SHALL BE USED TO SUPPLEMENT AND NOT SUPPLANT ANY MONEYS CURRENTLY BEING USED ON SUCH PROGRAMS. SUCH PROGRAMS MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

- (a) READING ACADEMIES OPERATED AS SCHOOLS WITHIN SCHOOLS FOR INTENSIVE READING INSTRUCTION;
- (b) AFTER-SCHOOL LITERACY PROGRAMS;
- (c) SUMMER SCHOOL CLINICS;
- (d) ONE-ON-ONE OR GROUP TUTORING SERVICES;
- (e) EXTENDED-DAY READING PROGRAMS.

(2) ANY INTENSIVE LITERACY PROGRAM FUNDED THROUGH THE PROGRAM FOR FOURTH-GRADE PUPILS MAY BE OFFERED ONLY BETWEEN THIRD AND FOURTH GRADE AND SHALL BE DESIGNED TO RAISE THE PARTICIPATING PUPILS' LITERACY AND READING COMPREHENSION SKILLS TO AT LEAST THE PROFICIENCY LEVEL ON THE THIRD-GRADE READ-TO-ACHIEVE ASSESSMENT PRIOR TO BEGINNING FOURTH-GRADE CLASSES IN THE FALL SEMESTER.

(3) THE READ-TO-ACHIEVE BOARD SHALL SELECT THOSE ELIGIBLE APPLICANTS THAT WILL RECEIVE GRANTS PURSUANT TO THIS SECTION AND THE DURATION AND AMOUNT OF EACH GRANT. IN SELECTING THE ELIGIBLE APPLICANTS, THE READ-TO-ACHIEVE BOARD, AT A MINIMUM, SHALL TAKE INTO ACCOUNT THE FOLLOWING CRITERIA:

(a) THE NUMBER OF KINDERGARTEN AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS ENROLLED AT THE ELIGIBLE APPLICANT'S SCHOOL WHOSE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS ARE BELOW GRADE LEVEL;

(b) WHETHER THE PROPOSED PROGRAM IS BASED ON A RESEARCH MODEL THAT HAS BEEN PROVEN TO BE SUCCESSFUL IN OTHER PUBLIC SCHOOLS IN THE NATION; AND

(c) THE COST OF THE PROGRAM.

(4) THE READ-TO-ACHIEVE BOARD ANNUALLY SHALL SUBMIT TO THE DEPARTMENT A LIST OF GRANT RECIPIENTS AND THE AMOUNT TO BE AWARDED TO EACH GRANT RECIPIENT BY A DATE SPECIFIED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-906(1) (g). IN SELECTING GRANT RECIPIENTS, THE READ-TO-ACHIEVE BOARD, TO THE EXTENT POSSIBLE, SHALL ENSURE THAT GRANTS ARE AWARDED TO ELIGIBLE APPLICANTS IN A VARIETY OF GEOGRAPHIC AREAS OF THE STATE.

(5) (a) IF A GRANT RECIPIENT RECEIVES A GRANT PURSUANT TO THIS SECTION FOR MORE THAN ONE YEAR, THE GRANT RECIPIENT SHALL BE ELIGIBLE FOR MONEYS IN THE SECOND OR THIRD YEAR OF THE GRANT ONLY IF THE GRANT RECIPIENT MEETS THE GOALS ESTABLISHED IN ITS APPLICATION INCLUDING THE DEMONSTRATION THAT AT LEAST SIXTY-FIVE PERCENT OF THE PUPILS WHO COMPLETED A ONE-YEAR INSTRUCTIONAL CYCLE OF THE INTENSIVE READING PROGRAM IN THE PRIOR YEAR REACHED THEIR ACHIEVEMENT GOALS OR OTHERWISE DEMONSTRATED THAT THEY ARE ON PACE TO ACHIEVE GRADE-LEVEL PROFICIENCY ON THE STATE ASSESSMENT IN READING FOR THEIR GRADE LEVEL.

(b) A GRANT RECIPIENT THAT HAS PREVIOUSLY RECEIVED A GRANT PURSUANT TO THIS SECTION SHALL BE ELIGIBLE FOR SUBSEQUENT GRANTS ONLY IF IT IS ABLE TO DEMONSTRATE THAT AT LEAST SIXTY-FIVE PERCENT OF THE PUPILS WHO COMPLETED A ONE-YEAR INSTRUCTIONAL CYCLE OF THE INTENSIVE LITERACY PROGRAM IN THE PRIOR YEAR REACHED THEIR ACHIEVEMENT GOALS OR OTHERWISE DEMONSTRATED THAT THEY ARE ON PACE TO ACHIEVE GRADE-LEVEL PROFICIENCY ON THE STATE ASSESSMENT IN READING FOR THEIR GRADE LEVEL. IN AWARDING SUBSEQUENT GRANTS, THE READ-TO-ACHIEVE BOARD SHALL ALSO CONSIDER THE CRITERIA SET FORTH IN SUBSECTION (3) OF THIS SECTION AND ANY OTHER CRITERIA ESTABLISHED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (c).

(6) EACH GRANT RECIPIENT THAT RECEIVES A GRANT PURSUANT TO THE PROGRAM SHALL USE THE READ-TO-ACHIEVE ASSESSMENT TO DEMONSTRATE THAT THE PUPILS ENROLLED IN THE INTENSIVE LITERACY PROGRAMS FUNDED BY THE GRANT WERE READING, AT THE TIME OF ENROLLMENT, BELOW GRADE LEVEL FOR KINDERGARTEN PUPILS AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS.

22-7-906. Rules. (1) THE STATE BOARD SHALL PROMULGATE RULES FOR THE ADMINISTRATION OF THIS PART 9, INCLUDING BUT NOT LIMITED TO:

(a) CRITERIA THE DEPARTMENT SHALL APPLY IN DETERMINING

WHETHER A PUBLIC SCHOOL IS AN ELIGIBLE PUBLIC SCHOOL THAT MAY APPLY INDIVIDUALLY OR AS PART OF A COLLABORATIVE GROUP OF ELIGIBLE PUBLIC SCHOOLS APPLYING JOINTLY FOR A GRANT PURSUANT TO THIS PART 9;

(b) APPLICATION PROCEDURES BY WHICH AN ELIGIBLE APPLICANT MAY APPLY FOR GRANTS PURSUANT TO THIS PART 9;

(c) ANY CRITERIA, IN ADDITION TO THOSE SPECIFIED IN SECTION 22-7-905 (3), FOR SELECTING THE ELIGIBLE APPLICANTS THAT SHALL RECEIVE GRANTS AND THE CRITERIA FOR DETERMINING THE AMOUNTS TO BE GRANTED TO THE SELECTED ELIGIBLE APPLICANTS;

(d) PROCEDURES FOR REVIEWING THE EFFECTIVENESS OF THE INTENSIVE LITERACY PROGRAMS OPERATED BY THE ELIGIBLE APPLICANTS THAT RECEIVE GRANTS PURSUANT TO THIS PART 9;

(e) THE DESIGNATION OF A VALID, RELIABLE READ-TO-ACHIEVE ASSESSMENT FOR SCHOOLS TO USE IN ASSESSING STUDENTS' READING PROFICIENCY;

(f) THE DESIGNATION OF A DATE BY WHICH THE READ-TO-ACHIEVE BOARD SHALL ANNUALLY SUBMIT TO THE DEPARTMENT A LIST OF GRANT RECIPIENTS AND THE AMOUNT TO BE AWARDED TO EACH GRANT RECIPIENT PURSUANT TO SECTION 22-7-905 (4); AND

(g) A METHOD FOR TRACKING THE PROGRESS OF STUDENTS WHO MOVE FROM ONE SCHOOL TO ANOTHER SCHOOL WITHIN THE STATE WHILE PARTICIPATING IN READ-TO-ACHIEVE PROGRAMS.

22-7-907. Reports. (1) ON OR BEFORE NOVEMBER 30, 2007, AND ON OR BEFORE NOVEMBER 30 EACH YEAR THEREAFTER, THE READ-TO-ACHIEVE BOARD SHALL REPORT TO THE GOVERNOR AND TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, ON THE EFFECTIVENESS OF THE PROGRAMS ADMINISTERED PURSUANT TO THIS PART 9. THE REPORT SHALL INCLUDE BUT IS NOT LIMITED TO:

(a) THE NUMBER OF GRANT RECIPIENTS THAT RECEIVED GRANTS UNDER THE PROGRAMS AND THE AVERAGE AMOUNT OF THE GRANTS;

(b) THE NUMBER OF PUPILS ENROLLED IN INTENSIVE LITERACY PROGRAMS FUNDED BY THE PROGRAM, THE NUMBER OF PUPILS ENROLLED WHO IMPROVED THEIR READING SKILLS TO PROFICIENT ON THE READ-TO-ACHIEVE ASSESSMENT IN READING FOR THEIR GRADE LEVEL IN THE YEAR AFTER STARTING THE INTENSIVE LITERACY PROGRAM, AND THE PERCENTAGE OF PUPILS WHO ACHIEVED PROFICIENCY ON THE READ-TO-ACHIEVE

ASSESSMENT FOR READING FOR THEIR GRADE LEVEL IN BOTH THE YEAR AFTER STARTING THE INTENSIVE LITERACY PROGRAM AND THE FOLLOWING YEAR; AND

(c) WHETHER ANY STATUTORY CHANGES ARE RECOMMENDED, INCLUDING BUT NOT LIMITED TO THE APPROPRIATENESS OF THE REQUIREMENTS IN SECTION 22-7-905 (5).

22-7-908. Read-to-achieve cash fund created. (1) THERE IS HEREBY ESTABLISHED IN THE STATE TREASURY THE READ-TO-ACHIEVE CASH FUND, REFERRED TO IN THIS SECTION AS THE "CASH FUND". THE CASH FUND SHALL CONSIST OF MONEYS TRANSFERRED THERETO PURSUANT TO SUBSECTION (3) OF THIS SECTION AND ANY OTHER MONEYS THAT MAY BE MADE AVAILABLE BY THE GENERAL ASSEMBLY. SUBJECT TO APPROPRIATION BY THE GENERAL ASSEMBLY, MONEYS IN THE CASH FUND SHALL BE USED TO PROVIDE GRANTS TO SCHOOLS PURSUANT TO THIS PART 9 AND TO THE READING ASSISTANCE GRANT PROGRAM CREATED PURSUANT TO SECTION 22-88-102. ANY MONEYS NOT PROVIDED AS GRANTS TO SCHOOLS MAY BE INVESTED BY THE STATE TREASURER AS PROVIDED IN SECTION 24-36-113, C.R.S. ALL INTEREST DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE CASH FUND SHALL BE CREDITED TO THE CASH FUND. ANY AMOUNT REMAINING IN THE CASH FUND AT THE END OF ANY FISCAL YEAR SHALL REMAIN IN THE CASH FUND AND SHALL NOT BE CREDITED OR TRANSFERRED TO THE GENERAL FUND OR TO ANY OTHER FUND.

(2) NO MORE THAN THREE PERCENT OF THE MONEYS APPROPRIATED FROM THE CASH FUND MAY BE USED FOR THE EXPENSES INCURRED BY THE READ-TO-ACHIEVE BOARD IN ADMINISTERING THIS PART 9. IF THE READ-TO-ACHIEVE BOARD IS UNABLE TO ADMINISTER THIS PROGRAM WITH AUTHORIZED PERSONNEL, THE READ-TO-ACHIEVE BOARD MAY CONTRACT WITH PRIVATE SOURCES FOR SUCH SERVICES.

(3) EXCEPT AS OTHERWISE PROVIDED IN SECTION 24-75-1104.5 (1) (h), C.R.S., BEGINNING WITH THE 2007-08 FISCAL YEAR, AND FOR EACH

FISCAL YEAR THEREAFTER SO LONG AS THE STATE RECEIVES MONEYS PURSUANT TO THE MASTER SETTLEMENT AGREEMENT, THE STATE TREASURER SHALL ANNUALLY TRANSFER TO THE CASH FUND FIVE PERCENT OF THE AMOUNT OF MONEYS RECEIVED BY THE STATE IN ACCORDANCE WITH THE MASTER SETTLEMENT AGREEMENT, OTHER THAN ATTORNEY FEES AND COSTS, FOR THE PRECEDING FISCAL YEAR; EXCEPT THAT THE AMOUNT SO TRANSFERRED TO THE CASH FUND IN ANY FISCAL YEAR SHALL NOT EXCEED EIGHT MILLION DOLLARS. THE STATE TREASURER SHALL TRANSFER THE AMOUNT SPECIFIED IN THIS PARAGRAPH (b) FROM MONEYS CREDITED TO THE TOBACCO LITIGATION SETTLEMENT CASH FUND CREATED IN SECTION 24-22-115, C.R.S.

22-7-909. Repeal. (1) THIS PART 9 IS REPEALED, EFFECTIVE JULY 1, 2014.

(2) PRIOR TO SAID REPEAL, THE READ-TO-ACHIEVE BOARD APPOINTED PURSUANT TO SECTION 22-7-904 SHALL BE REVIEWED AS PROVIDED FOR IN SECTION 2-3-1203, C.R.S.

SECTION 2. Repeal. 24-34-104 (38) (f), Colorado Revised Statutes, is repealed as follows:

24-34-104. General assembly review of regulatory agencies and functions for termination, continuation, or reestablishment. (38) The following agencies, functions, or both, shall terminate on July 1, 2007:

~~(f) The read-to-achieve board, created pursuant to section 22-7-506, C.R.S.;~~

SECTION 3. 2-3-1203 (3) (aa), Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SUBPARAGRAPH to read:

2-3-1203. Sunset review of advisory committees. (3) The following dates are the dates for which the statutory authorization for the designated advisory committees is scheduled for repeal:

(aa) July 1, 2014:

(IV) THE READ-TO-ACHIEVE BOARD, CREATED PURSUANT TO SECTION 22-7-904, C.R.S.

SECTION 4. The introductory portion to 22-7-504 (3), Colorado Revised Statutes, is amended to read:

22-7-504. Pupil assessments - individual literacy plans. (3) If a pupil's reading readiness or literacy and reading comprehension, as measured by the assessment, is below the level established by the state board for pupils at that grade, the pupil's parents or legal guardian and teacher and the school administration shall formulate an individual literacy plan for the pupil or, if the pupil is eligible, enroll the pupil in an intensive literacy program funded through the read-to-achieve program pursuant to ~~section 22-7-506~~ PART 9 OF THIS ARTICLE. For compliance with this section, a literacy plan may be incorporated into the individual education plan for special education students. The plan shall include, but need not be limited to, the following:

SECTION 5. 22-7-505 (1) (b), Colorado Revised Statutes, is amended to read:

22-7-505. School district responsibilities and incentives.

(1) Each school district shall annually report to the department of education:

(b) The number and percentage of pupils enrolled in the school district who have an individual literacy plan or are enrolled in an intensive literacy program funded through the read-to-achieve program created in ~~section 22-7-506~~ PART 9 OF THIS ARTICLE;

SECTION 6. 22-7-507 (1) (a), Colorado Revised Statutes, is amended to read:

22-7-507. Learning improvement grants - programs - fund.

(1) (a) There is hereby created in the department of education the learning improvement grant program, referred to in this section as the "program". The read-to-achieve board, created in ~~section 22-7-506~~ SECTION 22-7-904 and referred to in this section as the "board", shall establish criteria for awarding grants under the program. On and after July 1, 2001, the board, is hereby authorized to award learning improvement grants to schools or a collaborative group of schools for programs to enhance the READING READINESS OR literacy and reading comprehension skills of early elementary school students.

SECTION 7. 24-75-217 (3) (c), Colorado Revised Statutes, is amended to read:

24-75-217. Restoration of funds transferred to augment the general fund for the 2001-02 fiscal year. (3) The funds that shall be restored pursuant to subsection (1) of this section include:

(c) The read-to-achieve cash fund created in ~~section 22-7-506 (4) (a) (i)~~ SECTION 22-7-908 (1), C.R.S.;

SECTION 8. 24-75-1104.5 (1) (h), Colorado Revised Statutes, is amended to read:

24-75-1104.5. Use of settlement moneys - programs. (1) For the 2004-05 fiscal year and for each fiscal year thereafter, the following programs, services, or funds shall receive the following specified amounts from the settlement moneys received by the state in the preceding fiscal year:

(h) The read-to-achieve grant program created in section 22-7-506 PART 9 OF ARTICLE 7 OF TITLE 22, C.R.S., shall receive five percent of the total amount of settlement moneys annually received by the state, not to exceed eight million dollars in any fiscal year, as provided in said section; except that, for the 2004-05 fiscal year, the read-to-achieve grant program shall receive nineteen percent of the total amount of settlement moneys received, not to exceed nineteen million dollars.

SECTION 9. 22-88-104, Colorado Revised Statutes, is amended to read:

22-88-104. Reading assistance grant program fund - creation. There is hereby created in the state treasury the reading assistance grant program fund to provide for the payment of grants awarded pursuant to this article. The fund shall consist of such moneys as may be appropriated thereto by the general assembly from the read-to-achieve cash fund created pursuant to ~~section 22-7-506 (4)~~ SECTION 22-7-908 (1) and any moneys received by the department pursuant to section 22-88-102 (5). The moneys in the fund shall be continuously

appropriated to the department for the purposes specified in this article; except that the grants awarded by the state board may not result in payment of an aggregate amount of more than one hundred thousand dollars to grant recipients in any fiscal year. The department may expend up to one percent of the moneys appropriated to the fund to offset the documented costs incurred in implementing the grant program. Any moneys in the fund not expended for the purpose of this article may be invested by the state treasurer as provided by law. All interest derived from the deposit and investment of moneys in the fund shall be credited to the fund. At the end of any fiscal year, all unexpended and unencumbered moneys in the fund shall remain therein and shall not be credited or transferred to the general fund or any other fund.

SECTION 10. Repeal. 22-2-124 (9) (a) (I) and 22-7-506, Colorado Revised Statutes, are repealed.

SECTION 11. Appropriation - adjustments to the 2007 long bill. For the implementation of this act, appropriations made in the annual general appropriation act for the fiscal year beginning July 1, 2007, shall be adjusted as follows: The appropriation to the department of education, assistance to public schools, grant programs and other distributions, for the read-to-achieve grant program, is increased by 1.0 FTE.

SECTION 12. Safety clause. The general assembly hereby finds, SENATE BILL 07-192 determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

Joan Fitz-Gerald
PRESIDENT OF
THE SENATE

Andrew Romanoff
SPEAKER OF THE HOUSE
OF REPRESENTATIVES

Karen Goldman
SECRETARY OF
THE SENATE

Marilyn Eddins
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES

APPROVED _____

Bill Ritter, Jr.
GOVERNOR OF THE STATE OF COLORADO

ATTACHMENT E: Timeline for DIBELS Testing: 2011-2012

Fall Benchmark	Winter Benchmark	Spring Benchmark
Begin 1-2 weeks after school starts		
Testing (approximate dates): August 31-September 11, 2011	Testing: January 2-18, 2012	Testing: April 30-May 16, 2012

Rationale for the testing timeline:

- School districts in Colorado have varying beginning and ending times for the school year, so the timeline reflects an effort to accommodate these variations.
- Conducting mid-testing in December, accommodating school start-up dates and holidays would result in as few as 9 weeks of instruction.
- Conducting mid-testing in January allows educators to determine if what was taught during the fall period is maintaining well enough to hold over the Christmas holiday. Of course, parents should be encouraged to continue to listen to their children read during the holidays, and teachers should continue to send home reading materials that are at the appropriate level for students to read at an independent level (95% word recognition).
- Teachers will have more time in the fall period to show improvements in student literacy achievement (up to 16 weeks, depending on the start date of the school year). This timeline supports the premise that it is very important to begin the school year with strong instruction, placing much emphasis on direct instruction of literacy skills not yet mastered.
- The longer fall period is followed by a shorter spring period (12-13 weeks, depending on the ending date of the school year), where instructional emphasis should be placed on the following:

For low benchmark students:

Re-teach any skills taught during the fall period that were not mastered at the mid-point of testing in January.

For high benchmark students:

- Generalization of literacy learning to reading in more advanced reading materials and materials of varying genre.
- Aggressive movement upward in the reading curriculum, exposing learners to increasingly more difficult reading materials.

ATTACHMENT F: Read To Achieve Funded Schools: 2011-2012

Denver Public Schools	Cole Arts and Science Academy
Bethune SD R-5	Bethune Elementary School
Denver Public Schools	Place Bridge Academy
Denver Public Schools	Valverde Elementary School
Denver Public Schools	Barney Ford Elementary School
Denver Public Schools	John H. Amesse Elementary School
Weld County SD RE-1	Gilcrest Elementary School
Denver Public Schools	Knapp Elementary School
Adams 50 SD (Consortium of 3 schools)	Sherrelwood Elementary School
	Harris Park Elementary School
	Skyline Vista Elementary School
Denver Public Schools	Garden Place Elementary School
Aurora Public Schools (Consortium of 7 schools)	Crawford Elementary School
	Kenton Elementary School
	Paris Elementary School
	Vaughn Elementary School
	Laredo Elementary School
	Park Lane Elementary School
	Clyde Miller Elementary School
Greeley 6	Billie Martinez Elementary School
Denver Public Schools	Swansea Elementary School
Denver Public Schools	Ashley Elementary School
Denver Public Schools	Cheltenham Elementary School
Denver Public Schools (Consortium of 11 schools)	Castro Elementary School
	Charles M. Scheck Community School
	College View Elementary School
	Ellis Elementary School
	Fairmont Dual Immersion Academy

	Force Elementary School
	Harrington Elementary School
	Newlon Elementary School
	Pitt-Waller K-8 School
	Schmitt Elementary School
	Valdez Elementary School
Greeley 6	Bella Romero Elementary School
Mesa County Valley SD 51	Rocky Mountain Elementary School